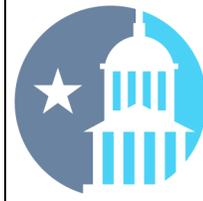


# Arts Integrated Lesson Plan



**ART FORM:**  
Music



**SUBJECT AREA:**  
Social Studies

Lesson Title: <b>America long ago</b>	Grade: 2
Contributor, School: Beth Shockley-Lynch, Snow Hill Elementary School	Time Frame: Two 30-minute sessions

## State Curriculum Content Standards, Indicators, Objectives

<p><b>Music Content Standard(s)</b> 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.</p>	<p><b>Social Studies Content Standard(s)</b> 2.0 Students will understand how people in Maryland, the United States, and around the world are alike and different.</p>
<p><b>Music Content Indicator(s)</b> 2.1 Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.</p>	<p><b>Social Studies Content Indicator(s)</b> Topic A: Elements of Culture 2.1 Analyze elements of two different cultures and how each meets their human needs and contributes to the community.</p>
<p><b>Music Content Objective(s)</b> 2.1.a Describe characteristics that make certain music suitable for different uses, such as children's games, celebrations, and parades. 2.1.b Sing, listen to, and examine music representative of different activities, holidays, and seasons in a variety of world cultures.</p>	<p><b>Social Studies Content Objective(s)</b> 2.1.a Use fiction and nonfiction to compare the elements of two different cultures and how they meet their human needs for food, shelter, and other commonalities, such as recreation, music, and stories. 2.1.b Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs.</p>

**Objective(s) (Connecting the content areas)**  
Students will identify the contributions of Native Americans to today's society, including their music, food, shelter, and stories.

<p><b>Key Arts Vocabulary</b> None</p>	<p><b>Key Social Studies Vocabulary</b> <i>popcorn, pop, pattern, corn, maize, cereal, legend</i></p>
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## Prior Knowledge Students Need for This Lesson

<p><b>Arts</b> Students will understand what patterns are.</p>	<p><b>Social Studies</b> Students will know what a Native American is.</p>
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## Materials and Resources

### Materials and Resources for the Class

- Rhythm sticks
- Shakers
- Drums
- Drumsticks

### Materials and Resources for the Teacher

- *The Popcorn Book* by Tomie DePoala
- Chart paper
- Markers

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## Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

### Motivation

- Introduce the new unit with the whole class taking one minute of silent “brain time” to think about what they already know about Native Americans. Record student responses in a KWL chart.
- Have students view short clips of selected YouTube Native American music videos. Note the patterns in the music and how the music and dance can be used to tell a story or celebrate an event.

### Guided Practice/Independent Practice

- The teacher will model several authentic Native American rhythm patterns on an instrument (or use a brief clip from YouTube) and then discuss how the rhythm patterns can augment or represent an activity or story.
- Have students select an instrument. (Allow 30 seconds of time to explore their instruments.)
- Have students imitate a rhythmic sound pattern after the teacher demonstrates the sound pattern.
- In pairs, have partner #1 play a four-beat repeating pattern. Have partner #2 reproduce the pattern on an instrument. Discuss an emotion the pattern might be implying (e.g., happiness, lonely wolf, longing for rain).
- Have partners change roles and produce a different pattern; then discuss an emotion it could imply.
- The teacher will read aloud *The Popcorn Book* by Tomie Depoala
- After reading, students will work in small groups to record on chart paper facts about Native American culture they learned from the story.
- In pairs, have students pick a fact or two about Native Americans that they learned from the book and use their instruments to create rhythm patterns to accompany them as they present their chosen facts. Give rehearsal time to practice their patterns.
- Have students share their rhythm patterns in a small group performance.
- Students will work with partners to complete the cloze activity about popcorn.

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### Closure/Summary

- Conclude the lesson by having students share with a partner one fact they learned from *The Popcorn Book*.
- Exit Card: List one contribution, besides popcorn, that the Native Americans have given us.

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### Assessment (Description/Tools)

- Have students add to their KWL charts. Student should include ideas or facts that they learned from their experiences today.
- After each pair of students performs its rhythm patterns, they will explain how their patterns resemble Native American rhythms examined earlier in the lesson.
- Exit Card: List one contribution, besides popcorn, that the Native Americans have given us.

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### Lesson Extensions

- The knowledge the students gain from this lesson will form a background for the unit on Native Americans.
- Students can relate patterns to other content areas, such as patterns found in math and visual art.

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- Students will discover patterns in Native American visual art work (e.g., pottery and beadwork) and use these patterns to create their own art pieces.